

## Textbook Alignment to the Utah Core –Dance 2B

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Dance 2B Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Technique):** *Students will demonstrate technical proficiency and knowledge of the body.*

**Percentage of coverage in the *student and teacher edition* for Standard I:** \_\_\_\_\_%

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:** \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

**Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)**

**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**

***Not covered in TE, SE or ancillaries* ✓**

<b>Objective A: Value dance as contributing to healthy human development.</b>				
•	Implement goals for improving individual patterns and habits contributing to a safe, healthy body.			
•	Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.			
•	Implement a preventive conditioning plan based on one area of tightness, weakness, or misalignment.			
•	Record personal technical goals and document progress.			
•	Create a dance that shares personal feelings about dance and self.			
<b>Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.</b>				
•	Perform axial sequences of greater length and complexity in multiple planes demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.			
•	Perform locomotor steps and combinations of greater complexity and duration with increased articulation and rhythmical acuity.			
•	Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.			
•	Create and perform student-directed locomotor combinations by varying above combinations.			
<b>Objective C: Develop an awareness of performing techniques.</b>				
•	Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.			
•	Identify the mastery of performing techniques in self and another.			
<b>STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective A: Develop knowledge and skills in space.</b>				
•	Demonstrate spatial pathways, directions, and facings.			
•	Improvise spatial relationships.			
•	Demonstrate contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.			
•	Demonstrate knowledge of focus.			
•	Demonstrate knowledge of graining (body focus).			
•	Create shape relationships with transitions as a solo, with a partner, and in a group.			
•	Create a duet shape composition with motional possibilities.			
<b>Objective B: Develop knowledge and skills in time.</b>				
•	Demonstrate rhythmic phrasing with increased actuity.			
•	Investigate even and uneven intervals within a metric phrase.			
•	Demonstrate accent.			
•	Demonstrate syncopation.			
•	Perform breath and rhapsodic rhythm.			
<b>Objective C: Develop knowledge and skills in energy and motion.</b>				
•	Perform the seven basic qualities of motion.			
•	Perform an improvisation with a partner based on two or more			

	qualities of motion.			
•	Explore the inherent energy qualities found in other curricular areas.			
•	Create a group composition that clearly defines two contrasting qualities.			
<b>STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Improvise within a structure.</b>				
•	Improvise alone and in a group using AB, ABA, or rondo form with music.			
•	Improvise with a variety of accompaniments in large and small groups.			
•	Improvise using chance methods.			
•	Improvise using a treading or pulsing base.			
•	Demonstrate recall skills from individual and group improvisations.			
<b>Objective B: Demonstrate choreographic principles, processes, and structure.</b>				
•	Create and perform a theme.			
•	Create variations on a theme using choreographic principles.			
•	Create and perform a dance study or sequence with a beginning, middle, and end with musical accompaniment.			
•	Analyze the results of performing a dance study to a different musical selection.			
•	Create, perform, and rework a dance study in ABA, rondo, canon, or antiphonal form with music.			

<ul style="list-style-type: none"> <li>Create a study using compositional principles of balance, harmony, unison, contrast, transition, continuity, sequence, repetition, variety, and climax.</li> </ul>			
<ul style="list-style-type: none"> <li>Perform a dance from repertory for accuracy of style, clarity, and structure.</li> </ul>			
<b>STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>	<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>	<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Develop knowledge and skills in the creative process of abstraction.</b>			
<ul style="list-style-type: none"> <li>Demonstrate the process of abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.</li> </ul>			
<ul style="list-style-type: none"> <li>Create and perform a composition through the process of abstraction based on an element of dance; e.g., spatial relationships, words.</li> </ul>			
<ul style="list-style-type: none"> <li>Discuss how meaning may be derived from a pure movement base.</li> </ul>			
<ul style="list-style-type: none"> <li>Analyze the power of this choreographic method.</li> </ul>			
<ul style="list-style-type: none"> <li>Create, perform, and develop a movement pattern through the process of abstraction based on a social issue or contemporary event.</li> </ul>			
<ul style="list-style-type: none"> <li>Analyze how a classic or contemporary modern dance work uses abstraction to create meaning.</li> </ul>			
<b>Objective B: Demonstrate how dance communicates meaning.</b>			
<ul style="list-style-type: none"> <li>Create and perform a composition that effectively communicates a contemporary social theme, issue, or event.</li> </ul>			
<ul style="list-style-type: none"> <li>Create and perform a composition that communicates an idea or emotion.</li> </ul>			
<b>Objective C: Identify the various purposes served by dance throughout time and in world cultures.</b>			

•	Perform contemporary pedestrian gestures as a movement language.			
•	Experience a movement ritual as group expression.			
•	Analyze the purpose of movement ritual from a historical point of view.			
•	Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20 <sup>th</sup> century dance forms.			
•	Analyze similarities and differences between two dance forms.			
<b>Objective D: Demonstrate aesthetic perception.</b>				
•	Respond to improvisational and compositional experiences from subjective, and objective points of view.			
•	Analyze a choreographic work using aesthetic criteria.			
•	Create an aesthetic study of a character in a recorded dance.			
•	Analyze the choreographer's success or failure in communicating an idea, statement, mood, emotion, or concept.			
•	Create a dance portfolio of representative work.			